

**AUTUMN 1**

**Year 10 Business Studies**

<b>Unit</b>	Business in the real world												
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand what a business is and the reasons for starting a business (including producing goods, supplying services, distributing products, fulfilling a business opportunity and providing a good or service to benefit others)</li> <li>• Understand the difference between goods and services, needs and wants</li> <li>• Understand the meaning of factors of production – land, labour, capital, enterprise</li> <li>• Define opportunity cost</li> <li>• Define the three sectors of primary, secondary and tertiary and give examples of types of business that operate in each sector</li> <li>• Understand the term enterprise and what is meant by an entrepreneur</li> <li>• Outline the characteristics of an entrepreneur, such as hard working, innovative, organised and willingness to take a risk</li> <li>• Outline the objectives of an entrepreneur, including to be their own boss, flexible working hours, to pursue an interest, earn more money, identify a gap in the market and dissatisfaction with current job</li> <li>• Understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations</li> </ul>												
<b>Key Words</b>	<p><b>Tier 2 State, identify, describe, analyse, evaluate, compare, discuss,</b></p> <p>Environment, economic, interest, gap in the market, entrepreneur, objective, primary, secondary, tertiary.</p>												
<b>Homework</b>	Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this												
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/skills-and-enterprise-start-up-challenge">https://www.unifrog.org/teacher/resources/sort/skills-and-enterprise-start-up-challenge</a>												
<b>Employability skills (Highlight applicable)</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Aiming high</td> <td style="width: 50%;">Literacy</td> </tr> <tr> <td>Creativity</td> <td>Numeracy</td> </tr> <tr> <td>Leadership</td> <td>Independence</td> </tr> <tr> <td>Listening</td> <td>Communication</td> </tr> <tr> <td>Presenting</td> <td>Teamwork</td> </tr> <tr> <td>Problem solving</td> <td>Staying positive</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Leadership	Independence	Listening	Communication	Presenting	Teamwork	Problem solving	Staying positive
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Problem solving	Staying positive												
<b>Common misconceptions</b>	Students have had little exposure to Business terms and vocabulary therefore there is no prior knowledge. Interest rates and economic climate will commonly be misunderstood												
<b>Assessment</b>	Weekly examination questions and feedback on business concepts												
<b>Notes / developments / standardisation comments</b>													

**AUTUMN 2**

<b>Unit</b>	Influences on business												
<b>Objectives</b>	<p>Students should understand the impact of the changing use of ICT and how it influences business activity</p> <ul style="list-style-type: none"> <li>• E-commerce to access wider markets</li> <li>• Digital communication changing the way businesses communicate with stakeholders. Students are expected to know relevant examples of digital technology/communication</li> </ul> <p>Students should be able to identify and analyse where there may be a possible trade-off between ethics and profit</p> <ul style="list-style-type: none"> <li>• Ethical behaviour requires businesses to act in ways that stakeholders consider to be both fair and honest</li> </ul> <p>Students are expected to know relevant examples of ways in which a business can behave ethically and the benefits and drawbacks of ethical behaviour</p> <p>Environmental considerations:</p> <ul style="list-style-type: none"> <li>• impact on traffic congestion</li> <li>• recycling</li> <li>• disposing of waste</li> <li>• noise and air pollution</li> </ul> <p>Students should be able to demonstrate knowledge and understanding of how business and consumers accept greater environmental responsibility in their decision making and the costs and benefits of businesses behaving this way.</p> <p>Sustainability:</p> <ul style="list-style-type: none"> <li>• global warming</li> <li>• using scarce resources</li> </ul> <p>Students should be able to identify and analyse where there may be a possible trade-off between sustainability and profit.</p>												
<b>Key Words</b>	<p><b>Tier 2 State, identify, describe, evaluate, discuss</b></p> <p>Ethical, scares, profitability, sustainability, global, decision making, stakeholders</p>												
<b>Homework</b>	Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this												
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/save-the-planet-week-2022">https://www.unifrog.org/teacher/resources/sort/save-the-planet-week-2022</a>												
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Problem solving	Staying positive												
<b>Common misconceptions</b>	How e waste is detrimental to the environment and how it is handled out of the country and this ethical debate.												
<b>Assessment</b>	Weekly examination questions and feedback on business concepts												
<b>Notes / developments / standardisation comments</b>													

**SPRING 1**

<b>Unit</b>	Business operations
<b>Objectives</b>	<p>Students should be familiar with job and flow production methods and understand when each is appropriate</p> <p>Efficiency in production:</p> <ul style="list-style-type: none"> <li>• lean production</li> <li>• just in time (JIT)</li> </ul> <p>Students should consider how production might be made more efficient by the use of lean production techniques</p> <p>Students should be able to evaluate the use of managing stock using JIT to a given business.</p> <p>Students should recognise that the benefits of reduced costs must be balanced against the cost of more frequent deliveries and lost purchasing economies of scale.</p> <p>The benefits of having spare stock to satisfy demand balanced against the cost of holding buffer stock.</p> <p>Students will not be asked to draw or interpret stock control charts.</p> <p>Factors affecting choice of suppliers including:</p> <ul style="list-style-type: none"> <li>• price</li> <li>• quality</li> <li>• reliability</li> </ul> <p>Students should be able to analyse the factors that affect the choice of supplier for a given business.</p> <p>The effects of procurement and logistics on a business, including:</p> <ul style="list-style-type: none"> <li>• efficiency</li> <li>• lower unit costs</li> </ul> <p>The value of effective supply chain management, including:</p> <ul style="list-style-type: none"> <li>• working with suppliers to ensure that key processes are running efficiently and cost effectively</li> <li>• getting goods and services for the best price and value</li> <li>• cutting any waste and unnecessary costs to create a streamlined process and fast production times</li> </ul> <p>Students should understand what procurement and logistics are and their effect on a business.</p> <p>Students should recognise that the benefits of reduced costs must be balanced against the quality of service.</p> <p>Students should understand what a supply chain is and recognise the benefits of managing an effective supply chain.</p>
<b>Key Words</b>	<p><b>Tier 2 State, identify, describe, evaluate, discuss</b></p> <p>Efficiency, buffer, supply chain, streamline, processes, procurement, logistics.</p>
<b>Homework</b>	Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/enterprise-and-employability-challenge-session-2">https://www.unifrog.org/teacher/resources/sort/enterprise-and-employability-challenge-session-2</a>

<b>Employability skills</b> <b>(Highlight applicable)</b>	Aiming high Creativity Leadership Listening Presenting Problem solving Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Common misconceptions</b>	Students will incorrectly not relate the quality of product with the raw materials that are used to directly produce the good or service
<b>Assessment</b>	Weekly examination questions and feedback on business concepts
<b>Notes / developments / standardisation comments</b>	
<b>Spring 2</b>	
<b>Unit</b>	Business operations continued
<b>Objectives</b>	<p>Students should understand customer expectations of quality in terms of production of goods and the provision of services</p> <p>How businesses identify quality problems and how businesses measure quality and the consequences of these issues</p> <p>Methods of maintaining consistent quality: Total quality management (TQM)</p> <p>Students should be aware of the methods of maintaining consistent quality and be able to identify the advantages to a business of using TQM</p> <p>Costs and benefits of maintaining quality:</p> <ul style="list-style-type: none"> <li>• additional sales</li> <li>• image/reputation</li> <li>• higher price</li> <li>• inspection costs</li> <li>• staff training</li> <li>• product recalls</li> <li>• the provision of services</li> </ul> <p>Students should be aware of the possible quality issues as businesses grow, particularly if outsourcing and franchising is used</p>
<b>Key Words</b>	<p><b>Tier 2 State, identify, describe, evaluate, discuss</b></p> <p>Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this</p>
<b>Homework</b>	Weekly exam questions and scenario-based comprehension activities.
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/women-in-stem">https://www.unifrog.org/teacher/resources/sort/women-in-stem</a>

<b>Employability skills</b> <b>(Highlight applicable)</b>	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Common misconceptions</b>	Students will find the concept of QMC difficult and how this can affect the consumers experience.	
<b>Assessment</b>	Weekly examination questions and feedback on business concepts	
<b>Notes / developments / standardisation comments</b>		
<b>Summer 1</b>		
<b>Unit</b>	Human resources	
<b>Objectives</b>	<p>Students should be able to understand:</p> <ul style="list-style-type: none"> <li>• internal organisational structures, span of control, chain of command, delayering and delegation</li> <li>• why businesses have internal organisational structures, including an understanding of different job roles and responsibilities throughout the business</li> <li>• the impact that having a tall or flat organisational structure has on how a business is managed</li> <li>• how organisational structure may affect the different ways of communication</li> </ul> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• understand the difference between internal and external recruitment and the benefits and drawbacks of each approach</li> <li>• outline the main stages in the recruitment and selection process, including an understanding of job analysis, job description, person specification, and selection methods</li> <li>• analyse the benefits of having an effective recruitment and selection process for a business, including high productivity, high quality output or customer service and staff retention</li> <li>• understand the difference between part time and full-time contracts, job share and zero-hour contracts</li> <li>• understand the benefits of full and part time employment</li> </ul>	
<b>Key Words</b>	<p><b>Tier 2 State, identify, describe, evaluate, discuss</b></p> <p>Contracts, productivity, recruitment, selection, retention</p>	
<b>Homework</b>	Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this	
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/your-superhero-cv">https://www.unifrog.org/teacher/resources/sort/your-superhero-cv</a>	

<b>Employability skills</b> <b>(Highlight applicable)</b>	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Common misconceptions</b>	The different layers to HR and the legislation that supports the department.	
<b>Assessment</b>	Examination questions MCQ and key vocabulary used in the correct context will be assessed weekly	
<b>Notes / developments / standardisation comments</b>		
<b>SUMMER 2</b>		
<b>Unit</b>	Human resources continued	
<b>Objectives</b>	Students should be able to: <ul style="list-style-type: none"> <li>• understand the benefits of a motivated workforce, such as staff retention and high productivity</li> <li>• understand the use of financial methods of motivation (including an understanding of the main methods of payment including salary, wage, commission and profit sharing)</li> <li>• understand the use of non-financial methods of motivation, including styles of management, importance of training and greater responsibility, fringe benefits.</li> </ul>	
<b>Key Words</b>	<b>Tier 2 State, identify, describe, evaluate, discuss</b>  Training, Maslow, fringe, motivation, workforce, productivity, commission.	
<b>Homework</b>	Literacy using key vocabulary and applying to context-based scenarios. Listening and or reading current news stories and analysing the business concepts that apply to this	
<b>Career link (Unifrog)</b>	<a href="https://www.unifrog.org/teacher/resources/sort/wellbeing-recognising-stress-and-anxiety">https://www.unifrog.org/teacher/resources/sort/wellbeing-recognising-stress-and-anxiety</a>	
<b>Employability skills</b> <b>(Highlight applicable)</b>	Aiming high Creativity Leadership Listening Presenting Problem solving	Literacy Numeracy Independence Communication Teamwork Staying positive
<b>Common misconceptions</b>	Students will struggle to apply Maslow's theory of motivation to more complex business scenarios, and current affairs.	
<b>Assessment</b>	Weekly examination questions and feedback on business concepts	
<b>Notes / developments / standardisation comments</b>		